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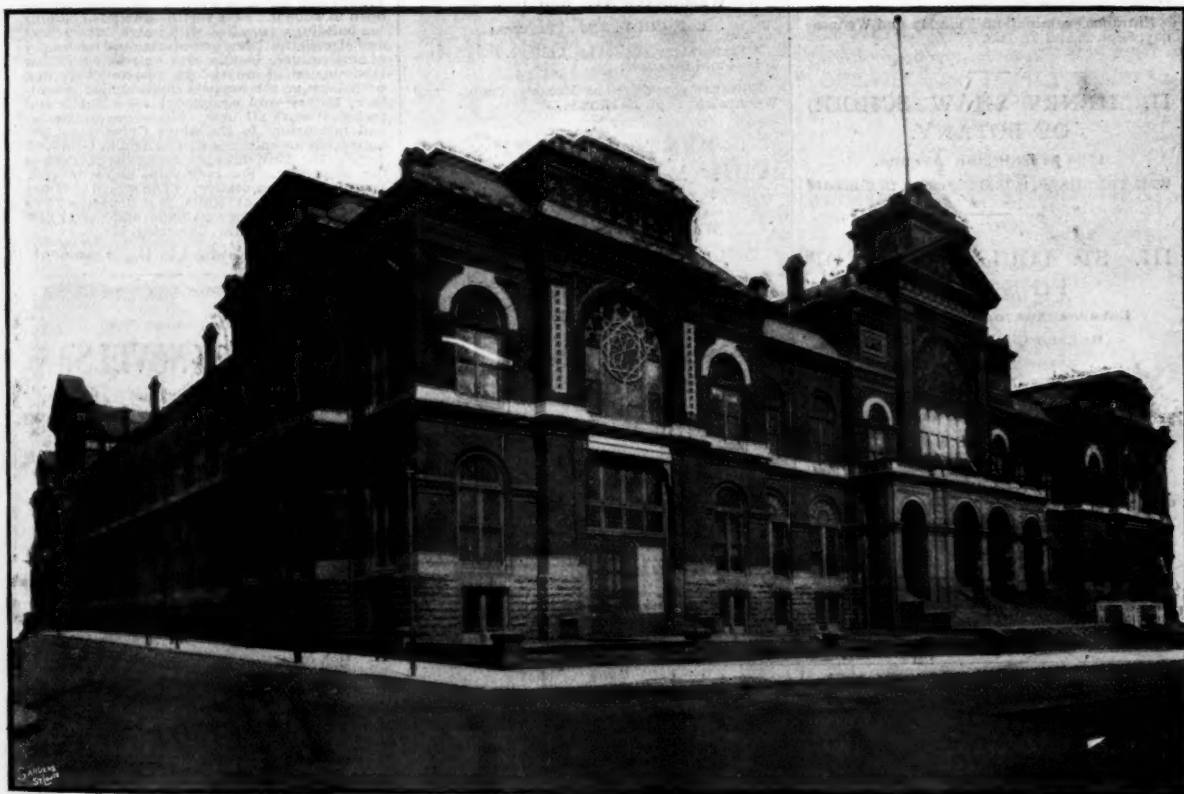
# AMERICAN JOURNAL of EDUCATION

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VOL. XXXIII, No. 9.

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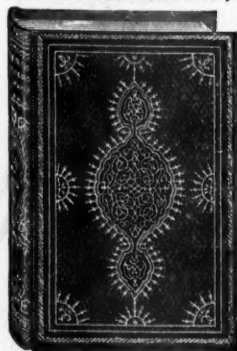
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ONE DOLLAR PER YEAR.

## CONTRIBUTIONS.

### THE DOGMA OF DOOM.

BY F. C. RIEHL.

Is it religion to declare

This world is all a place of gloom,  
With nothing noble, bright or fair,  
Save as a prelude to the tomb?

Is it the preacher's place to stand,  
Vested in pulpit robes, and tell  
Life's but a conflict, hand to hand,  
Subservient to the fires of hell?

Shall we receive such dolorous rules,  
Which to accept must needs imply  
That all mankind are knaves or fools,  
With Nature out of harmony?

Not so, the voices teach that sing  
In silvery notes by field and wood;  
Rather the message each doth bring  
That earth is fair and life is good.

"God made the world,"—for man's abode—  
And surely it was aptly done,  
Else were the price not worth the load,  
The guerdon small, the promise none.

In God and Nature all is fair,  
Despite the mischief man hath made;  
And none has license to declare  
That this high trust is, aye, betrayed.

ALTON, ILL.

### THOUGHTS.

BY CORA B. WHEELER.

Provide a blank book for each pupil. Let it be called his "Conscience Book." It is understood that only the best work—the pupil's highest effort—is to be given to this book. It is to be a record of his best effort in penmanship, and stand as his method of determining his own progress for the year.

A special drill in originality of expression may be given, and the compositions copied neatly into the book.

Many questions in "Child Study" may be answered in the "Conscience Book."

The teacher, when reviewing these books, will find herself becoming better acquainted with the authors.

"Name three things which are right to do, and why."

"Name three things which are wrong to do, and why."

"Which studies do you most enjoy? Why?"

"What would you like to do, when you grow up? Why?"

"Which would you rather have, a good book or a game?"

"What person or persons do you love very much? Why?"

"What qualities do you most admire in a person's character?"

Questions similar may suggest themselves. Tact must devise those most adapted to the needs of the class. Questions to exercise the reason, the imagination, the will power, are to be suggested.

Experiments as to the standard of the pupil's judgment may be tested by means of systematic series of questions. Best results are often obtained when such an exercise comes as a surprise—perhaps when the pupil's thoughts need to be changed for a reaction.

The teacher may perform some act and ask the pupils to tell what she did. They may be questioned as to their observations on their way to school.

Teach self-government and allow the pupils to record their growth in their "Conscience Books."

Variety of topics is necessary in order to continue an interest.

The power to express himself by means of a clear mental picture is one of the best lessons which a pupil can learn.

The writing of English daily is an essential part



of the programme. Much letter-writing should be given. Language—correctly taught—offers a wide field, which will prove productive of excellent results.

WEST SOMERVILLE, MASS., July, 1900.

### THE WHISPERING PINE.

A Nature Study by a Student of Nature.

BY F. C. RIEHL.

#### V.

There is an affinity between plant and animal life that runs through the fibre of the creative plan, and asserts itself everywhere in the unperverted course of the natural world. Your schools have neglected to teach these things, probably because so few men and women ever get near enough to Nature to grasp enough of this law to enable them to put it into tangible form for the instruction of others. Man has written exhaustively on all other themes, but the text book has not appeared, and perhaps never will be printed, that will place before the willing pupil's eye an adequate expression of the philosophy of life as you find it here. It is in his appreciation of this fact that the wise man comes here to be instructed; while the fool comes not to learn, but to destroy, and emphasize his unworthiness of the privileges that have been placed here for his benefit.

There are terrible forces latent in these vast cloisters of the primitive world, with which man, aided by all his ingenuity, is often unable to cope, if he sets himself at cross-purposes thereto, but I have noted that those who keep themselves right in their association with these things are usually well protected, and certainly you are safer, physically, mentally and morally, here chatting with me than you could hope to be amid the mad contention of the grasping, purse-proud throngs in the city, which you call your home. There are few dangers confronting man here which he does not in some manner provoke or precipitate; and there is no law of justice so inexorable and absolutely impartial as that which here prevails.

Look yonder, where a huge limb was hurled from its mother trunk in the late storm, burying itself deep in the soil where it struck; that limb carried down beneath it a human life, but the victim was an old hunter, and he tempted fate by seeking shelter in such a place. There was another reason, too, why I was glad it so happened. It was a sinister quest that brought this warrior here, for he sought the life of a late rival who had outstripped him in the trials for the hand of a coveted bride. The blow that struck

him shattered the venomous shaft that would have closed the career of two lives of infinitely more worth than his own.

Providential intervention, call this if you will, but be not too cynical, for I have at hand this moment an incident as marked, and certainly in your case no less convincing. Heard you that sharp report a moment since? Now come around to this shady side and observe where the leaden slug has buried itself deep beneath the bark of my old stem. But for my standing here, your fool companion, of whom I have previously expressed my opinion, would have missed you at the campfire tonight; and perhaps have found you here in the morning. He would carry your clay home and carry a lugubrious story of how you fell from a bullet carelessly fired by your own hand. See, there he comes down the trail now, utterly regardless of the possible effect of his shot, fired entirely at random, in a wanton spirit of mischief.

Yes, this has impressed you, very naturally; but, you say, with the perversity of your kind, what good reason was there for your being spilled off the log that spans your favorite trout pool, and almost getting drowned in the icy water. The trunk, you say, was sound and seemed safe enough until you ventured out, when the bark gave way and you had no recourse but to fall. Granting all you say, what good reason is there why the education which your father paid for at a good price should not have been of some service in developing in you the germ of common sense, or instinct with which every creature is by nature endowed? And if it was a conspiracy to plunge you into danger, what was it that brought to your hand and ready relief the projecting root which, according to your philosophy, could have had no good reason for being where it was?

But we might go on in this vein all day and arrive at no fixed conclusion. If what has been said shall but set you thinking you will be more content tomorrow, and perhaps some other akin to you may profit more through your experience.

ALTON, ILL., Aug. 1900.

### THE FIRST DAY.

BY ELMER E. BEAMS.

To the teacher who is about to enter upon her first work in the school-room it seems a dreadful ordeal. There she finds a room full of boys and girls of all ages, sizes and classes, and there is seemingly a great task on her hands to develop order from this mass of apparent chaos.

The teacher's chances of success lie in starting

right, hence it takes much careful study to be able not to make any blunders this "first day." Children's eyes are wide open and their minds are acute to perceive all the shortcomings of the teacher who has been placed in authority over them. Children are apt to form their opinions quickly, and their opinions govern their conduct, very largely, during the entire school term. Therefore it is highly necessary that the teacher starts properly.

1. Go Early.—Endeavor to be at the school house before the children get there, that you may have the school room in order and be ready to give the children a cheery welcome when they enter. A few words at this time, rightly spoken, will do much toward the future of your school.

2. Begin on Time.—Never lose your self-possession. Have your plan all worked out and systemized beforehand. This will beget confidence.

3. Don't Be Too Dignified.—Some teachers are very stiff and frigid; such cannot expect the love and respect of the children.

4. Speak Pleasantly.—Use pleasant tones when you address the children. Show them by your actions that you are glad to see them.

5. Make No Code of Rules.—Don't start in by telling pupils what they must not do. Discard the words "Thou shalt not." The only rule necessary is to impress upon the pupils to "Do right."

6. Enrollment.—Have the pupils who can write, to write their names and ages upon slips of paper which you distribute. Let these slips be held as specimens of the pupils' writing when they entered the school under your charge. Go to those who cannot write and take their names and ages.

7. Recess.—This is a good time to talk with your pupils and get more fully acquainted. Let them feel that you are their friend. Be careful to notice the poor boy and girl. Your example here will be for much good.

When four o'clock comes you now feel that the first day has been a creditable and orderly one, and that your pupils have one day's work placed to your credit.

GERMAN VALLEY, N. J.

#### THE EDUCATIONAL CREED OF THE N. E. A.

Declaration of Principles. Adopted by the National Educational Association, at Charleston, S. C.

In accordance with established custom, and in order better to enforce those beliefs and practices which tend most powerfully to advance the cause of popular education and a civilization based on an intelligent democ-

racy, the National Educational Association, assembled in its thirty-ninth annual meeting, makes this declaration of principles:

The common school is the highest hope of the nation. In developing character, in training intelligence, in diffusing information, its influence is incalculable. In last resort the common school rests not upon statutory support, but upon the convictions and affections of the American people. It seeks not to cast the youth of the country in a common mould, but rather to afford free play for individuality and for local needs and aims, while keeping steadily in view the common purpose of all education. In this respect it conforms to our political ideals and to our political organization, which bind together self-governing states in a nation, wherein each locality must bear the responsibility for those things which most concern its welfare and its comfort. A safe motto for the school, as for the state is: "In essentials, unity; in non-essentials, liberty; in all things, charity."

A democracy provides for the education of all its children. To regard the common schools as schools for the unfortunate and the less well-to-do, and to teach them as such, is to strike a fatal blow at their efficiency and at democratic institutions; it is to build up class distinctions which have no proper place on American soil. The purpose of the American common school is to attract and to instruct the rich, as well as to provide for and to educate the poor. Within its walls American citizens are made, and no person can safely be excluded from its benefits.

What has served the people of the United States so well should be promptly placed at the service of those who, by the fortunes of war, have become our wards. The extension of the American common school system to Cuba, Porto Rico and the Philippine Islands is an imperative necessity in order that knowledge may be diffused therein and the foundations of social order and effective local self-government may be laid in popular intelligence and morality.

The provisions of law for the civil government of Porto Rico indicate that it is the intention of the Congress of the United States to increase the responsibility of the bureau of education. We earnestly urge upon the Congress the wisdom and advisability of reorganizing the bureau of education upon broader lines; of erecting it in an independent department on a plane with the department of labor; of providing a proper compensation for the commissioner of education; and of so constituting the department of education that, while its invaluable function of collating and diffusing information be in no wise impaired, it

may be equipped to exercise effective oversight of the educational systems of Alaska and of the several islands now dependent upon us, as well as to make some provision for the education of the children of the tens of thousands of white people domiciled in the Indian Territory, but who are without any educational opportunities whatever. Such reorganization of the bureau of education and such extension of its functions we believe to be demanded by the highest interests of the people of the United States, and we respectfully but earnestly ask the Congress to make provision for such reorganization and extension at their next session. The action so strongly recommended will in no respect contravene the principle that it is one of the organized functions of the national government to encourage and to aid, but not to control, the educational instrumentalities of the country.

We note with satisfaction the rapid extension of provision for adequate secondary and higher education, as well as for technical, industrial and commercial training. National prosperity of our economic welfare in the years to come will depend in no small measure upon the trained skill of our people, as well as upon their inventiveness, their persistence, and their general information.

Every safeguard thrown about the profession of teaching, and every provision for its proper compensation, has our cordial approval. Proper standards—both general and professional—for entrance upon the work of instruction, security of tenure, decent salaries, and a systematic pension system, are indispensable if the schools are to attract and to hold the service of the best men and women of the United States; and the nation can afford to place its children in the care of none but the best.

We welcome the tendency on the part of colleges and scientific schools to co-operate in formulating and administering the requirements for admission to their several courses of instruction, and we rejoice that this association has consistently thrown its influence in favor of this policy, and has indicated how, in our judgment, it may best be entered upon. We see in this movement a most important step toward lightening the burdens which now rest upon so many secondary schools, and are confident that only good results will follow its success.

The efficiency of a school system is to be judged by the character and the intellectual power of its pupils, and not by their ability to meet a series of technical tests. The place of the formal examination in education is distinctly subordinate to that of teach-

ing, and its use as the sole test of teaching is unjustifiable.

We renew our pledge to carry on the work of education entrusted to us in a spirit which will be not only non-sectarian and non-political, but which shall accord with the highest ideals of our national life and character. With the continued and effective support of public opinion and of the press for the work of the schools, higher and lower alike, we shall enter upon the new century with the high hope born of successful experience and of perfect confidence in American politics and institutions.

Nicholas Murray Butler, New York, Chairman,  
Edwin A. Alderman, Louisiana,  
Charles D. McIver, North Carolina,  
Wm. B. Powell, District of Columbia,  
Alfred Bayliss, Illinois,  
James A. Foshay, California,  
James H. Van Sickle, Maryland,  
William R. Harper, Illinois,  
Charles F. Thwing, Ohio,

Committee on Resolutions.

#### NATIONAL EDUCATIONAL ASSOCIATION.

The Charleston meeting was in every respect successful in point of numbers attending, and the volume of proceedings will be of special interest and value to those who were unable to attend.

The enrollment for the Charleston meeting to date, including advance memberships, is 2,815; of this number 546 are active members and 2,269 associate members.

The state of South Carolina furnished 673 members. The five states outside of South Carolina furnishing the largest attendance are: Illinois, 348; Ohio, 149; Georgia, 128; New York, 107; Indiana, 106; Missouri, 104.

It is worthy of note that there were 546 active members enrolled at the Charleston meeting in a total of 2,815, while at the Los Angeles meeting in 1899 but 530 active members enrolled in an attendance of 11,544.

To the total enrollment at Charleston should be added 1,800 active members not present whose dues will be paid, bringing the total enrollment for the year up to, approximately, 4,600. Some increase of this total may be expected from additional new active and associate members, which will be received before the annual volume goes to press.



## EDITORIAL.

### SUCCESS.

"It hath given earnest of success commencing in a truth."—*Shakespeare.*

Our teachers are greatly indebted, the country over, to Dr. Wm. T. Harris, United States Commissioner of Education, for his plain, terse way of setting forth the facts as to the value of the work our teachers are doing for the people, and the pupils too, in attendance upon our schools. In a late address, delivered before the "University Convocation" in Boston, Dr. Harris shows that the chances of success for the properly educated person in both character and attainments is as 250 to 1 over the uneducated person.

Every teacher who persuades the bright boys and girls in their schools, and their parents too, to push on through a full course of instruction, increases their chances of success in life 250 times over those who drop out by the wayside, uneducated, to be mere "hewers of wood and drawers of water." Planers run by steam now "planing wood," and pumps run by wind or steam "draw our water," and the boys and girls cannot now-a-days pit their strength successfully, or cope successfully, with a steam engine. Plain people see this clearly now, if they are wise, and the teachers should talk these all important matters over fully and freely with the parents of the boys and girls, in all our school districts. Directive power is now the demand of the times. The intellect, cultured so as to be able to handle easily any and all "tools." Steam and electricity will now outrun and outlift any man—all men. The person properly educated, educated almost without cost now-a-days, educated so as to be a directive power, multiplies himself or herself almost beyond computation.

Dr. Harris shows us just how these properly educated people are able to "exercise directive power altogether disproportionate to their number.

They lead in the three learned professions, and they lead in the management of all education of all kinds.

They correct the one-sided tendencies of elementary education, and they furnish the wholesale centripetal forces to hold in check the extravagances of the numerous self-educated people who have gone off in special directions after leaving the elementary school.

Dr. Charles F. Thwing, president of Western Re-

serve University, a few years ago was at the pains to hit upon a novel method of comparing the college graduate with the rest of society.

He took the six volumes of Appleton's *Cyclopedia of American Biography* and counted the college graduates in its list of over 15,000 names. A little more than one-third of all were discovered to be college men. A safe inference was that one out of ten thousand of the population who have not had a college education training has become of sufficient note to be selected for mention in a biographical dictionary while one out of each 40 of our college men finds his place there.

The chance of the college man as compared with the non-college man, is as 250 to 1 to become distinguished as a public man of some sort—soldier, naval officer, lawyer, statesman, clergyman, teacher, author, physician, artist, scientist, inventor—in short, a man with directive power of some kind, able to combine matter into a new and useful form, or to combine men in such a way as to reconcile their differences and produce a harmonious whole of endeavor.

We have already explained that the person who has merely an elementary schooling has laid stress on the mechanical means of culture—on the arts of reading, writing, computing, and the like.

He has trained his mind for the acquirement of isolated details. But he has not been disciplined in comparative studies. He has not learned how to compare each fact with other facts, and still less how to compare each science with other sciences," etc., etc.

How easy for the wise, intelligent teacher to take the facts, substantiated by these statistics, to the parents and show them the value of this culture given in the public schools, our High Schools, our Colleges and Universities, almost without cost.

### A CERTAINTY.

"For now sits expectation in the air."—*Shakespeare.*

When our people in St. Louis, in the State of Missouri, and the other dozen or more states included in the Louisiana purchase from France in 1803, come to realize fully what is involved in the centennial celebration of this purchase in 1903 on the broad and comprehensive plans inaugurated by Hon. D. R. Francis and his co-workers, an interest commensurate with this great undertaking will be speedily and permanently developed.

It will be a "World's Fair," such as has never been witnessed in this world before in all its history, in its extent, magnitude, variety, beauty, attraction and perfection.

At a moderate calculation many, many millions of

dollars will be expended in St. Louis by the visitors and contributors during its continuance. How vastly this sum of money set afloat among all our trades and industries will fertilize and increase every legitimate line of business, we cannot now stop to point out, but as an educational factor and help to all our people, it will tower above, far above all other exhibitions ever made in the world.

The best, the richest, the rarest, the greatest in material things, the best, the richest, the rarest, the greatest thing in science, in art, in literature, in all that men and women have done and achieved, will be laid down at our very doors, for our inspection, our investigation, our inspiration; and all, too, within a compass easily to be reached by the masses in attendance.

No extensive travel in all lands of the world, no vast expenditure of money and of time, be it sufficient to cover all of life, and all of treasure, would give one so much, or one-half or one-quarter or one-tenth as much as will this "World's Fair" exposition give our people for the merest trifle from May to November in 1903. At once plans should begin to be laid by all persons to visit St. Louis and "take in" so much of the world's best things as each may be capable of. At once all schools of every grade, from the primary to our greatest universities should be making preparation for exhibits of their work.

Of course, the material side of the exposition will take care of itself. The gold mines of the world, the silver mines, the copper mines, the iron mines, the coal mines, the diamond mines, the vast treasure house of the world, above ground and in the world's cellar below ground, all these will be drawn hither to an extent never known before, but these pale their ineffectual fires before the triumph of "mind over matter," which we shall see in St. Louis in 1903.

Get ready to come and stay long enough to get it all.

#### WASHINGTON UNIVERSITY.

We are glad again to call attention to the fact that this growing institution, under the able leadership of Chancellor W. S. Chaplain, LL. D., is to take on new and enlarged proportions in its improved location. We are to have here in the heart of the continent a great university, adequate to the demands of the new century and of our geographical position also. When the enlarged buildings are completed in this new location, both made possible by the five or six millions of money donated by our leading citizens, the various departments will be equal to all the demands made upon them. As yet the manual training and the engi-

neering schools are both unable to meet the calls made upon them, although the total number of graduates is now seven hundred and seventy-nine.

This University has already gained national and international prestige by the strength of this and the other associated schools.

The College, M. S. Snow Dean; School of Botany, Wm. Trelease in charge; School of Fine Arts, Halsey C. Ives, Director; Law School, W. S. Curtis, Dean; Medical and Dental Colleges, H. H. Mudd, Dean; Smith Academy, C. P. Curd, Principal, and Mary Institute, Edmund H. Sears, Principal, thus fully meeting all the requirements of a real as well as an ideal University. What immense treasures of wealth are to be added to the material side of this whole section by the vast energies and resources of mind and matter developed as the result of the training and unfolding in the manual training and engineering schools.

"Hail to the skillful, cunning Hand!  
Hail to the cultured Mind!  
Contending for the world's command,  
Here let them be combined."

We need not fear at all that we are to be "materialized" by his added wealth, for, with the all-round training, and the fuller culture given by this great University in the "Art School," and the other departments above mentioned so fully equipped, wealth will be used as a means to a great end.

Art touches and influences our whole being, and because it does this to such an extent we are sure it is to help the world to higher forms of social and individual life. In a great University, each department, while maintaining its special prerogatives, borrows consciously or unconsciously, both culture and power from all the others, and so escapes from the special limits seemingly imposed upon it by the studies or material with which it works. In art, painting, music, sculpture, architecture, form is everything, for, through form alone the whole nature of man is affected; through matter only particular powers, hence art and culture are the dominating, permanent influences which are to prevail in our lives.

It was stated by a gentleman well posted on the matter, somewhat facetiously, perhaps, in a public meeting lately, such was the dominating influence of the St. Louis Manual Training School on other similar institutions in this country and in Europe that even its defects had been copied and incorporated into buildings devoted to manual training.

Of course, applied art would avoid all such mistakes.

St. Louis is arriving—has arrived—at a period in its history when its present and its future is to be dominated by great minds. The World's Fair in 1903 will be a magnet, drawing the eyes of all the world to our city, the wealth of all the world to our city, the culture of all the world to our city, the art and inventions of all the world to our city. St. Louis is to show to all the world from this time on to the close of the exposition in 1903 an immense hospitality in all these directions.

Washington University then, by all it stands for, and represents through its chancellor and faculty, in all its varied departments, by its board of directors and its graduates, in whose depths and heights, whose breadths and lengths of culture, such vast energies and possibilities of culture be enshrined.

Washington University has become our highest ideal interpretation of the best we have achieved, in our public life, of "The beautiful soul."

#### THE CHICAGO INSTITUTE.

This is the new school for the education of teachers founded by Mrs. Emmons Blain, on broader lines than our ordinary normal schools are conducted. Mrs. Blain endows the school with a million of dollars to start with. The board of trustees have elected Col. Francis Parker, LL. D., as president in order that the full design of its founder may be best realized.

In order that the readers of the Journal may the better understand President Parker's design we present an extract from his "Syllabus of a Course of Lectures upon the Philosophy of Education." The whole syllabus occupies sixteen pages of the "Course of Study." We make this extract for our readers from the tenth syllabus on "The Ideal and Motive in Education." President Parker says:

"Education today should be adapted to the conditions of freedom in a free land. It must, therefore, be dominated by an ideal commensurate with the duties, responsibilities and spiritual promise of the free man.

I. Citizenship.—The flowering of human character. 1. Ideal.—The highest type of free man is the citizen, and the ideal citizenship—of community life—inspires the motives in education that lead to the highest and best results. (a) Knowledge ceases to be an end and becomes simply the necessary means for realizing the ideal. (b) It necessitates a break with tradition and the discarding of methods adapted to holding people in subjection. (c) It demands as an essential of right environment, a healthy public opinion which shall appeal to the instinct of self-recognition

and make the school a true community, working out the problems of self-government. (d) It vivifies interest and stimulates self-activity in obedience to the law, whereby the individual attains freedom. (e) It demands the giving of one's powers, body, mind, and soul, for the good of others.

2. Motive Altruistic.—The motive inspired by the ideal of citizenship is the desire on the part of teacher and pupil to realize immediately that ideal, and the motive is fundamentally and insistently altruistic. The value of the altruistic motive is evident. (a) Acts of selfishness may be admired, but the actors are never loved. Acts of altruism are always met by the love of all mankind, when sufficient time has elapsed for them to be understood and appreciated. By this standard think of the common opinion of Alexander, Caesar, Napoleon, Washington, Lincoln, Florence Nightingale, Comenius, Pestalozzi and Froebel. The deepest and profoundest intuitions of man turn unerringly to the altruistic motive. (b) The final judgment of all human organizations, state, church and society, is derived from what an institution has put into this world as an active and eternal good. Such final judgments do not depend upon creed, or forms of government, or constitutions, but upon spiritual results. (c) In all our personal friendships, our final judgment of friends depends upon our belief in their motives in life. Just so far as the motive is for the good of man does the memory of a friend remain with us as a sweet incense. (d) There never was in the history of the world a bit of immortal art, literature, music, poetry, painting or sculpture created under the desire of fame or wealth. It is granted that many love truth, in both art and science, for truth's sake, and thus produce very important results, but the highest results come from the inspiration that the work done will be of use to man. (e) That this work, whatever it may be, is going into the eternity of human life, is the highest incentive to human action. Through living from the altruistic motive man feels his greatest dignity."

#### THE ESSENTIAL IN CITIZENSHIP.

President Hadley, of Yale University, has an article in the August Atlantic Monthly, on the subject of Political Education, which is worthy of the consideration of those who teach political subjects. It makes plain the distinction between a knowledge of the facts and forces of politics, and the moral character which must underlie it. The attention of the student is forcibly directed to this distinction, which is so greatly overlooked in these times. It is too much



the custom to fill the minds of students with facts and dry details of government, while, overlooking these essential traits in the character of the citizen which are necessary to give efficacy to the facts. In a monarchy or aristocracy, where the individual is only a part of the vast machinery of government an education of this sort will do; but in a government "by the people," as in America, the individual citizen must be more than a piece of the machine. He must be competent to govern. This requires something more than information. What good will mere knowledge be if the citizen has not courage to maintain and defend the right? If one is not law-observing, no amount of information can prevent anarchy. The most exact knowledge of government will not prevent the sacrifice of it to base personal ends unless one have a lofty ideal before him to lift him out of self-seeking on to the higher plane of disinterested service for the public. It is this rugged character in the citizen which must precede all mere information about government, and form the foundation upon which any lasting civil structure can be reared. To form such character, to hold aloft such ideals, should be the true object of every teacher. Failure to do so is failure to grasp the real meaning of true citizenship.

#### BEWARE OF INDIFFERENCE.

The work of the school teacher is second only in importance to the work of the gospel minister, and in some instances the teacher exerts a greater and more lasting influence than does the minister, inasmuch as she has five days out of the seven in which to train the character as well as the mind, while the minister's opportunities are limited. As the teacher starts out in this great and noble work every faculty of her mind is enlisted in her work, and love for her calling inspires her to active energy. As the years go on, however, there often comes into her life a numbing spirit of indifference. The charm that enthralled her and the love of her profession that inspired her at the beginning of her career gradually grow cold. At length she comes to consider herself a slave to the grinding taskmaster of her profession. If she but stops to realize, however, that she holds in her hands, to a great measure, the shaping of each character that comes within her influence; if she by indifference, allows them to go out from under her influence without having received any uplift, she has missed a great opportunity. She should realize that there can be no more inspiring, or more elevating work than hers, and should see to it that the spirit of indifference is not allowed to rob her of her opportunity for doing good.

#### WOMEN IN THE HIGH SCHOOL.

There is a wide-spread feeling in educational circles that the women who teach in the high schools are less professional in spirit and have less disciplinary power than those who teach the higher grades in the graded schools. Whether this be universally true or not we are not prepared to say, but there must be some ground for it, inasmuch as there is a movement on foot in the Chicago high schools to promote the seventh and eighth grade teachers to positions in the high schools without the customary examinations. One of our contemporaries, in commenting on this, says: "Ability to teach French, Latin or algebra is of very little consequence as compared with the power to be an inspiring leader in intellectual and moral life. If the women in the upper grammar grades are better equipped for such work as should be done in the high school, then by all means promote them. The high school must prepare young people for passing college examinations, but it must do much more than this."

#### A DESERVED RECOGNITION.

Governor Stanley, of Kansas, has nominated to represent his state as vice-presidents at the Pan-American Exposition, United States Senator W. A. Harris and Dr. A. R. Taylor, who is president of the State Normal School at Emporia. Our readers, who have derived so much benefit and pleasure from the writings of Dr. Taylor and have watched with interest his great work in behalf of education, will unite in thanking Gov. Stanley for this recognition of the merits of a great educator as well as a recognition of the educational interests of Kansas.

That "Meliorist" view of life brought out by our "Chicago University" correspondent in our last issue should not only be carefully considered, but adopted. Pessimism wins no victories—moral, mental or material.

"It takes a good deal," said Emerson, "to eat and to sleep and to earn a hundred dollars, but a very little time to entertain a hope and an insight which becomes the light of our life." Our teachers and schools give this insight to all who will take it and use it. This insight and these revelations give us free passage into new worlds of thought and power and beauty.

There are many complete, original persons. They are everywhere loved and revered because of an overflowing fountain of noble thoughts and kind emotions. They must be original, for no art can copy them. God and goodness alone can give the ingredients. They are persons of a good heart. They are always original in expression and in action.

The office and work of the teacher, like that of the poet, is to invest the world with light and joy. We furnish the material for this light in each issue—have been doing this for more than a third of a century. We should think every one of our four hundred thousand teachers would want to circulate a few extra copies of this journal among their patrons and the school officers.

All the work done in the school by our teachers is additive to power and to character. None of it is subtractive. If its full outcome could be seen by parents and by our school officers and taxpayers, they would invest these faithful workers with benedictions and halo them with a glory-cloud of joy also. Why not arrange to have the good things done in our schools more extensively recognized. We want to help give this recognition.

Some of our best teachers have discovered that quality prevails over quantity in our so-called journals of education, and they are wise enough not only to seek and to pay for quality, but to discard and resent efforts to "force" them to take certain journals in which officials are interested because officials so dictate. Teachers earn their own money and should not be forced to spend it only as their own good sense and good judgment dictate.

How wise, interesting and profitable, both to the people and the teachers present, the "Institutes" can be made, if in addition to the drill in methods and text books, a stirring popular address had been presented every other evening in the week, setting forth the value to the people of a larger, broader culture. Good music, good cheer, a more extended and better acquaintance with the teachers in the vicinity, would result, and a great uplift and benefit to the schools thus accrue.

We should like to see in all our local papers these fine portraits drawn of our teachers and superintendents of schools. They all help so directly and positively to create an intelligent paper-reading constituency that the "local papers" would help themselves materially by helping the people to know our educators better.

The Oshkosh (Wis.) Press, in speaking of Superintendent Henry A. Simonds, says—Mr. Simonds is "alert and watchful, independent and fair, broad social and liberal, thoroly in touch with the most advanced thought in the educational world, yet endowed with a pronounced and saving leaven of sound common sense, his presence and personality are of vital influence upon the school life of the city and a potent and positive factor in the development and refinement of our youth."

Iowa is already leading off with a published list of special attractions for the annual meeting of the State Teachers Associations. The committee in charge have already engaged President Harper, Wm. Speer, Dr. Newell D. Hillis, President Council of Normal, Ala., Dr. Wm. A. Mowrey and Miss Mary Blood. In addition to these the Iowa educators to be heard are Superintendent S. H. Sheakley, Prof. L. D. Weld, Prof. A. M. Rich, President Seerley, President McLean, President Hughes, Superintendent Barrett, Miss Braderick of Boone, Miss Rice of I. S. N. S., and Superintendents Merrill of Waverly, Kelly of Corning, Axline of Humeston.

Our days are all of them so freighted with destiny, as Emerson teaches us, that not one of them should be allowed either to pupil or teacher to be an unperformed dream.

"Daughters of time—  
The hypocritic days—  
Muffled and dumb,  
Like barefoot dervishes—  
Marching on single,  
In an endless file—  
Bringing diadems  
And fagots in their hands.  
To each of us they offer  
Gifts, after our will,  
Bread, kingdoms, stars!  
And sky, that holds them all.  
I, in my pleaded garden  
Watched the pomp!  
Forgot my morning wishes hastily,  
Took a few herbs and apples—  
And the day turned—  
And departed—silent!  
I, too late, under her solemn fillet saw the scorn!"

Did you note carefully and fully the wise words of Prof. Corson's address in our last issue? Let us give them a little more prominent setting. Prof. Corson says: "He does most for education in this age who leads the people to appreciate that the one great necessity of any school is a great teacher." Do the school officers in all the school districts provide "a great teacher"? Do the parents and taxpayers always insist, as they should do, that only "a great teacher" should be employed?

"What is needed," said Prof. Corson, to the teachers and pupils of the United States, "more than anything else to give public education that stability and solidity which will insure the support of public sentiment without which true progress is impossible, is the active influence of broad-minded, great-hearted, liberally educated teachers, who are superior to all methods and systems, and whose influence is always inspiring and uplifting."

Such teachers can be had for every school district in the United States, when the people demand them, and are wise enough to pay what such service is worth.

## EDUCATIONAL FOCUS.

### THE CENTRAL PROBLEM.

The learned sociologists of the universities, busy in the discussion of the present state of society, have not reached the central problem—the education of the child into the citizen. The bonds, the terrible bonds of tradition, are hard to break. Tradition makes blind to the real situation. We do not yet clearly see that the guide of all education is the present state of society and its needs. We must put into the school that which we would have in society, and a wrong interpretation of this maxim brings disaster. For instance, elementary training for a trade or vocation means human predestination, which is the crippling and deforming of the individual. Self-choice is the essential of liberty. Only that to which the whole being eagerly and cordially and permanently responds should be chosen as the ideal in education. Character read in terms of true citizenship includes and comprehends every quality and qualification of true manhood. Education into citizenship demands self-choice all along the line, demands initiation, creation, imagination, and reason. It determines the subjects of thought. It also determines the skill in expression which the individual must acquire. In fact, education into citizenship is the one guide in making courses of study and in the adaptation of subjects of study to the individual. Vocation is the fundamental means of putting personality into life. The community value of a vocation is that which it gives to society for its good and growth. The personal value of a vocation is found in the best one can do for all. The quality of needed work is the best for both society and the individual. Doing the best demands the highest motive.—Francis W. Parker, in the *Inland Educator*.

### THE DIFFERENCE.

Do you know how a horseman trains colts? Out in the West, where colts are plenty and cheap, they are all trained alike. They are lassoed, saddled and bridled by force, ridden cruelly and broken quickly. So thoroughly broken that a large percent. are utterly ruined in the process. Here in the East, where colts are valuable, each colt is studied and trained by himself, and trained a little differently from all other colts; his disposition is studied, his diet regulated, his possibilities figured out, and he is carefully trained for just that station in horse society that he is fitted

to adorn. As racer, as road horse, as dray horse, as plow horse, he is trained to the highest possibilities that are in him. In the meantime the trainer's boys run the streets disciplined only by the hand of providence, and usually miss their highest possibilities by a wide margin. It takes a good man, a natural horseman, to break colts, but almost anyone can bring up children (almost any one is allowed that opportunity, at least), and they do it just as easy; it doesn't worry them at all.—H. E. Reed, in *New York Education*.

### THE STUDY OF LATIN.

Certainly the average child does not acquire any appreciable knowledge of Latin literature from the first two years' work in Latin. As regards the average Latin class, it is the incidental talks of the intelligent class teacher that start the interest in classic thought and life. These such of a class as are capable and interested enough follow up and read out for themselves apart from the regular school work. Further, with the old prejudice against the use of translations largely disappearing, and the excellent translations, and many choice and well-written books treating of classic writings and mythology now to be had for the elementary grades, the work of conveying the knowledge obtainable from these works, and of creating an appreciation of the ideals they hold up, can be satisfactorily and economically done without recourse to the imposition of an additional subject of doubtful efficiency in accomplishing the result sought.—*New York Education*.

### MODESTY.

There seems to be no place in the world any more for a modest man. Even women have no admiration for diffidence or modesty in man. Bombast, self-assertion, braggadocio are regarded as prime qualities. The man who pushes in, talks the loudest and claims the lion's share of credit for everything with which he has to do is looked upon as the man of enterprise and progress. Self-seeking and self-aggrandizement are looked upon as commendable qualities. The more one advertises himself for a great man, the greater he is supposed to be. However, there are many who admire others for what they are rather than for what they seem, who judge men more by what they do than by what they claim to do. As a rule true worth is not boastful and there are many people who know this. Some one has said: "Great men think while ordinary men talk. High-sounding words and showy acts may impose upon the few, but it is the silent effort which moves the world."—*Missouri School Journal*.



**SALARY AND SUCCESS.**

Many a teacher does a glorious work in the school room and receives but a small pecuniary reward. No laborer in this world is to be more highly honored than the teacher in the country school, who does a really serious work, and who continues to do it with no hope of an increased compensation. There is no hope that he will become in time a highly paid superintendent; he is not expecting this result; he is happy to be of the benefit which he feels he is to the boys and girls who assemble in the school house with him.

Such a man, if he arrives at the point in teaching that he does more than the routine work, is able to affect the spiritual nature of the pupil, may claim to be successful, no matter what his salary.—The School Journal.

**MILLIONS FOR BOOKS.**

It is said that Andrew Carnegie has given nearly eight million dollars for books. In connection with his latest gift of two hundred and fifty thousand dollars for a free library in the city of Washington, and one hundred thousand dollars for a free library in Atlanta, Ga., it is interesting to know why this Scotch American millionaire's charities should generally take the form of supplying books to the people.

Mr. Carnegie himself explains the cause. When he was a poor, hard-working lad in Allegheny, Pa., he formed the love of reading. It was brought about through a Colonel Anderson, who announced one day that he would be in his office every Saturday at a certain hour to lend books from his private library to working boys. The colonel had only about four hundred volumes, but his small library was a well-chosen one, and the enjoyment and instruction which young Carnegie gained from it when he was too poor to buy for himself, made him resolve that if ever he had any surplus wealth he would use it as Colonel Anderson did, in lending books to others.—Munsey's Magazine.

**HOW TO REACH THE HEART OF A BOY.**

1. Study his parentage and home influences.
2. Observe closely his likes and dislikes, aptitudes, temper, companions, reading.
3. Converse often with him in a friendly way.
4. Ask as to his purposes and ambitions.
5. Lend him books.
6. Interest yourself in his sports.
7. Speak to him of the lessons in the lives of good men.

8. Tell him of your own struggles in boyhood or girlhood with adverse circumstances.

9. In brief, be his friend; when he leaves school and neighborhood keep informed as to his whereabouts by correspondence.—Western School Journal.

**FARMERS' READING COURSES.**

The United States Department of Agriculture has issued a bulletin on "Farmers' Reading Courses" prepared by Prof. L. H. Bailey, of Cornell university. The idea of arranging special courses for farmers' reading and studying was adopted in 1892 by President Mills in the agricultural college of Ontario. The same year the Pennsylvania State college made a beginning in a similar direction. In both cases the courses were carried on by "correspondence method." In Pennsylvania there are five courses, embracing crop production, live stock production, horticulture, floriculture, and domestic economy. A similar plan is pursued in New York. The result of these courses has been to stimulate the farmers of those states, and to give them a more intelligent interest in their farms and agricultural labors.—The School Journal.

**CONSUMPTION CONTAGIOUS.**

Hereafter every physician in Boston, Mass., must report every case of consumption that comes to his notice to the board of health as he would any other case of contagious disease. After a death from this disease hereafter the premises will be entered upon by the board of health officers and disinfection performed and other means will be taken to guard against the spread of the malady in Boston. These new rules have just been issued by the board of health and the plan is to enter upon a vigorous campaign against tuberculosis and stamp it out if such a thing is possible. Dr. Durgin of the board of health said: "Boston is one of the worst places on earth for consumption. The board of health has decided that every precaution must be taken to prevent its spread. Consumption used to be considered an hereditary disease. Medical science, however, has proved that it is a purely contagious disease and one of the worst there is. We are going to try the plan of rigorous disinfection and control."—Northwestern Christian Advocate.

Many people disparage somewhat knowing and the intellectual life, and urge doing. Emerson said, "I am content with knowing, if only I could know. To know a little would be worth the expense of this world." Let us as teachers see to it that our pupils "know a little" for certain.

## CURRENT EVENTS.

The South Central Missouri Teachers' Association met August 8 at Mammoth Springs, Ark.

Socialists from Massillon, O., have gone to Oklahoma to form a colony under plans laid by local socialistic leaders.

Dr. Henry Wade Rodgers, recently president of Northwestern University, has accepted a position on the law faculty of Yale University.

By the settlement of Archbishop Hennessey's estate in Iowa and Minnesota, the Catholic University at Washington, D. C., expected to receive at least \$150,000.

Maj.-Gen. Joseph Wheeler has been asked to deliver during next winter a course of lectures on the great battles of the world before the department of history of the University of Chicago.

August 8 Hon. W. J. Bryan and Hon. Adlai E. Stevenson were officially and formally notified of their nomination by the Democrats to the offices, respectively, of President and Vice-President. The notification took place in Military Park, Indianapolis.

Military operations continue in South Africa in a desultory, and, from a British point of view, unsatisfactory way. The Boer forces still in the field are not numerous, but they are extremely active, and they lead the heavy British columns a wild chase.

Baron Russell, of Killowen, Lord Chief Justice of England, died suddenly August 10, as the result of a surgical operation for gastric catarrh. He was well known and quite popular in England. He was Attorney General under Gladstone, and a member of the Venezuelan Arbitration Court which met in Paris in October, 1898. He was an Irishman and a Catholic.

The government recently decreed that the Kiowa, Comanche and Apache Indians should cease the practice of polygamy, and give up all wives but one for each man. As a result, six hundred Indian squaws were not long since given up. Some Indians had as many as ten wives, but in every case the wife retained was the oldest and ugliest. The government will care for the superfluous women till their reservation is thrown open, when they will be able to care for themselves.

State School Superintendent Carrington of Missouri has accepted invitations to address a half dozen Farmers Institutes in Northwest Missouri during the first week of September. He will talk on "How the Public Schools May Promote Agriculture." The superintendent has just completed a summer tour of institute visitation, in which he addressed fifty-seven county institutes—just one-half the counties in the State. His principal theme has been "More Common Sense in School Organization and Teaching."

A new system will be inaugurated in the Philippines on the first of September, when the administration of the government will pass into the hands of the Taft commis-

sion. The arrangement will be somewhat similar to that which prevails in Cuba; Gen. McArthur continuing in charge of whatever military operations may be necessary, while the commission will establish local government in cities and in other political divisions as rapidly as possible; and will endeavor to give the islands as large a measure of self-government as they can.

The King of Italy was murdered by an anarchist while riding in an open vehicle July 29. The murder created a profound sensation, as the King was greatly loved by the Italians. Even the Pope seemed greatly moved by the news, and said mass for the repose of the King's soul. The assassin, Bresci, went from New Jersey, where there is said to be a colony of them. The new King, Victor Emmanuel III, took the formal constitutional oath August 11 and delivered an address to the people, in which he paid a loving tribute to his mother.

An association has been formed in St. Louis county to encourage the erection of a high school for the rural districts, as provided by the State law. The organization will hold meetings in the school house of the different districts that patrons of each school may be given an opportunity to learn what can be accomplished and what will be necessary for the taxpayers to do. Representatives from five school districts are included in the organization, and it is the intention to interest a number of other districts before the next regular school election in April. The proposition will then be placed before the taxpayers and their approval urged. State Superintendent Carrington will be invited to address the people interested.

The developments in China have been quite interesting. At the present time (August 22) the allied forces have gotten inside Peking, and the Sacred City is in their possession. It is rumored that the Empress Dowager has fled, but there have been so many rumors which subsequent facts have contradicted that one must wait for further developments. The Chinese Government appointed Li Hung Chang as peace representative, who requested our Government to have her representative leave Peking under Chinese guard, so as to avoid the dangers of warfare. But Minister Conger declared such a move to be filled with grave danger, and our Government refused to move him except under guard of foreign Powers. In the meantime, the allied forces have entered the city, and we may expect a speedy settlement with the Chinese Government.

One of the most discouraging signs of the times is the frequency of mob violence, North as well as South. The recent anti-negro rioting in New York was almost as bloodthirsty as the similar riot in New Orleans, with this difference in favor of the Southern city, that the police there did exert themselves though feebly, to check the rioting, while in New York they actually fomented it, and more than one inoffensive negro, fleeing to a police station from the mob outside, was brutally clubbed by thugs in uniform. In both cities the rioting had the same origin, in the killing of police officers by negro desperadoes; but in both the rage of the mob was directed against entirely innocent persons, for no better reason than that their skins were black. The mob violence at Akron, O., was provoked by a peculiarly atrocious crime, but was equally unreasoning in its manifestation.

# PRACTICAL METHODS.

BY J. G. REYNOLDS.

## PRIMARY READING.

There is no more important subject in any school than that of teaching the little ones to read. Until they do learn to gather thought for themselves from the printed page the children are not able to do any studying, and the only part of their work that is at all interesting is the recitation period in the classes.

Most of the reading in the beginning should be from the blackboard, and the script form should be used from the very first. Since the adoption of the vertical writing this is much easier than formerly.

### OBJECT.

The teacher should have a definite object in view:

1. To teach the child to recognize at sight the written and printed forms of the words found in the child's vocabulary, and to pronounce them readily as wholes.
2. To write single words and combine them in easy sentences.
3. To separate them into their elementary sounds, and to combine sounds and words. To learn the names of the characters representing these sounds.
4. To train in the proper use of this vocabulary.

### METHOD.

Teach by the word, sentence and phonic methods in the order here given. That is, begin with the word method, then combine the words into sentences, and after the child has learned many words and sentences, then he may be taught to separate those words into their elementary sounds, learning the alphabet and the diacritical marks to indicate the written form of each sound.

### SELECTING WORDS.

The first words should be selected with very great care, and should be those that represent objects that are well known to the pupil. In the first lessons the object may be shown and also drawn upon the board, but care should be taken that this is not carried too far. The children are so familiar with the cat that I very much doubt the advisability of bringing the cat into the school. In conversation with very many primary teachers I find three words that seem to be the general favorites for the first lessons, viz.: cup, box, hat. These three words represent objects that are well known to the child, the object is always at hand, the picture is easily drawn on the blackboard and the written form of the word is very much like the printed form.

The following list of words may be found helpful:

cup	fox	horse	boy	new
hat	rat	cow	girl	see
box	bat	milk	grass	has
book	ball	egg	rose	have
pen	doll	lamb	white	this
cat	sun	kite	black	is
cow	moon	house	green	my
saw	stars	farm	blue	mine
pig	bird	father	red	I

hog	boy	mother	yellow	in
dog	pencil	sister	big	on
can	rope	brother	little	run
ax	school	flag	old	fly
hen	apple	tree	a	an

The sentences and combinations that may be made with this list of words is almost unlimited.

After about eight or a dozen words have become familiar so that the pupils can readily recognize them at sight, the game of "Talking with the pointer" may be made very interesting and instructive. One child takes the pointer and the others watch very carefully, but are not allowed to say anything until the pointer completes the statement. Then the question, What did my pointer say? is readily answered by those who could recognize the words.

Do not hurry over the list of words too rapidly. There is work here for several months. Encourage the child to be natural—to talk, not to do some strange thing. Train the pupil to see the entire sentence and then to speak it. Never allow the drawing out of one word while they are trying to find out the next one. Correct faulty reading, not by getting the child to imitate you, but by getting him to see clearly and get a good mental picture. If he does this he will be able to express it properly.

### SEAT WORK.

Every pupil should be kept busy at some profitable work. Much of the so-called busy "work" is really busy "play." Building pens with tooth picks may keep the child from doing mischief, but it is not the thing to help him to recognize words at sight.

There are many cards, however, with words and letters written or printed on them that are helpful. As soon as a word or two can be recognized at sight the pupil should be required to build sentences.

In this, as in everything else, definite instruction should be given. The child should be told just how many sentences or words he should make, and be held to account for that number. Thus in his busy work he learns to count and, something which is of far more importance, he learns to obey.

### THE DANGERS.

The following story from the Primary School illustrates very forcibly one of the dangers in teaching the little ones these words:

"Little six-year-old Robbie was ready for his first day at school. He was a farmer's boy and, as he lived about three miles from the city school, he was to ride with the older pupils, who were usually taken from their suburban homes by the city barge.

"Robbie's heart was full of golden anticipations when he left home that morning. Alas! when he returned at evening there was leaden dullness in their place. School had not proven that intensely interesting place that little Robbie had expected. But why?

"Miss Frazer, the teacher, had been teaching the children the word cow that morning, and she had done everything she knew how to do to impress the word, the picture, the attributes of the animal upon the minds of the little ones. But never once did she ask one of the children what he or she might know about the cow, and there was the little farmer lad running over with knowledge of the subject.

"The next morning, when Robbie's class was called, all came out but Robbie. Miss Frazer called, 'Robbie,



come out with the others.' 'I don't want to come,' was the unexpected reply. 'Why not?' said the surprised teacher. The answer came with contemptuous frankness, 'Because I've heard all I want to about that old cow.'

"It is doubtful if much arguing or explaining by a superintendent could have brought home to Miss Frazer's heart such a lesson as did that childish complaint.

"She pondered the lesson well, and since that time has tried very hard to resist that temptation that so often begets a teacher—to look upon children's minds as so many empty vessels into which the water of truth is to be poured and so stored up for use."

### HISTORY FOR SEPTEMBER.

Very naturally the history for the first month of school takes up the early discoverers and explorers. Two questions, however, should be very carefully studied and discussed before taking up the general trend of events, viz.:

1. What was the condition of this continent previous to the coming of the white men? This will include the study of the Indians and the Mound Builders.

2. What were the conditions existing in the old country at that period? Learning, inventions, religious persecutions, etc.

Children are more interested in men than they are in events; therefore, all the important events should be grouped around a few prominent men. Columbus is the principal man during this period, and much of the history can be made very interesting by tracing him on his various voyages.

The following outline may be used both in the history and in the language lessons:

#### CHRISTOPHER COLUMBUS.

##### EARLY LIFE.

Birthtime and place.

Education—At home; at school.

Place—Where he spent his boyhood.

Sailor—Cause of this.

##### MANHOOD.

The shape of the earth—Views held by the people at this time.

Views held by Columbus—Opposition to his views.

Plans for a voyage to test the truth of his views.

Applications for aid.

His patrons—Ferdinand and Isabella.

Fitting out of vessels—Their name and capacity.

First voyage—When made, and results.

His return—Reception.

Second voyage—When made, and results.

Third voyage—When made, and results.

Fourth voyage—When made, and results.

Naming the West Indies and America.

Influence of his enemies with the King.

Death—Burial and various removals of the body.

Character of Columbus.

Effect of his discoveries on Spanish claims to American territory.

#### DISCOVERIES OF NATIONS.

1. Spanish—De Leon, 1512; Balboa, 1513; Magellan, 1520; De Soto, 1541; Melendez, 1565.

2. French—Verrazani, 1524; Cartier, 1534; De Monts, 1605; Champlain, 1607.

3. English—Cabots, 1494 to 1497; Smith, 1584; Gosnold, 1602.

4. Dutch—Hudson, 1609.

#### QUESTIONS.

1. What did Columbus do with the \$70 which Queen Isabella sent him?

2. How many and what countries did Columbus visit to secure aid in fitting out his vessels?

3. What did old King John do when he was approached for help?

4. Where did Columbus think the Orinoco River had its source?

5. How many times was Columbus buried? Where are his remains now?

6. What was made out of the timbers of the Santa Maria?

7. Why was not this continent named Columbia?

8. Why was Florida so called? Pacific Ocean? Virginia? California?

9. What was De Leon looking for? Did he find it?

10. Who brought the first cattle and horses to America?

11. Were there any hogs here before Columbus came? Chickens?

12. Why and how did Balboa come to America?

13. What was the astrolabe as used by Columbus?

14. What became of Magellan? Drake? Gosnold? Balboa?

15. Where did De Soto first see the Mississippi River? Why was he buried so often?

#### EXERCISES IN LANGUAGE.

##### I.

Write sentences to show the proper use of these words:

in, into,	this, that,
these, those,	between, among,
much, many,	good, well,
who, which,	lie, lay,
sit, set,	fall, fell,
rise, raise,	farther, further,
of, off,	less, fewer,
teach, learn,	older, elder.

##### II.

Use the following phrases (1) as adjectives; (2) as adverbs:

on the fence,	by the fence,
among the trees,	in the cellar,
behind the sofa,	along the road,
beside the house,	above the picture,
at the store,	under the stove,
around this school,	near the town.

##### III.

Write sentences to show the difference between:

overcome by,	overcome with,
divide between,	divide among,
familiar with,	familiar to,
differ from,	differ with,
live in,	live at,
agree with,	agree to,
careful of,	careful in,
angry with,	angry at,
disappointed at,	disappointed in,
consist of,	consist in,
compare to,	compare with,
grateful to,	grateful for,
ask of,	ask after.

## IV.

Name the subject nominative, predicate nominative and nominative in apposition in the following:

1. William is playing.
2. That is an aster.
3. Sarah Brown, my cousin, is a bright girl.
4. The Baltimore oriole is a weaver.
5. The long, slender boughs of the willow are the favorite resort of the oriole.
6. Merry was the glee of the harp strings.
7. A busy man shall the miller be by the dawning of the day.
8. Paris, the capital of France, is a beautiful city.
9. Milton, the poet, wrote *Paradise Lost*.
10. I'm the chief of Ulva's Isle and this Lord Ullin's daughter.
11. King Harold was killed at Hastings.

## V.

Change the singular to the plural:

1. A black man is called a negro.
2. The lady sings a solo at the concert.
3. That workman has an industrious wife.
4. This Indian tribe has a fierce chief.
5. A deer or a chamois is a gentle animal.
6. The ox knocked my tooth out with his foot.
7. A volcano is a burning mountain.
8. The Governor-General is a statesman.
9. Percy was a headstrong man.
10. Mr. Smith says it is a wonderful phenomenon.

## VI.

Write the possessive forms (singular and plural) of the following words, and then use the words formed in sentences:

boy,	deer,
bird,	sheep,
dear,	chief,
father,	teacher,
bandit,	man-servant,
secretary,	lady
mother-in-law,	calf,
man,	mouse,
beau,	Roman,
woman,	monarch,
seaman,	Governor-General.
sheriff,	Englishman,
child,	father-in-law,

## VII.

Change these sentences, using the possessive form of the noun:

1. This book belongs to Mary.
2. This is a picture of my brother John.
3. Mary Gilmore owns these apples.
4. The land that belongs to these farmers is hilly.
5. The story told by the beggar was sad.
6. The clothes that the boys wear are ragged.
7. The work that the women do is hard.
8. The wheat grown by the farmer is plump.
9. The eyes of the children are bright.
10. The tracks made by the wolves were plainly seen.
11. The medicine for my father is bitter.
12. The calls of the Indians startled her.

## NATURE STUDY.

Nothing will so readily develop the observing powers of children as the careful study of some of the little animals that they are very familiar with, yet of which they know very little.

They are always surprised that there were so many things that had escaped their notice, and they at once resolve to be more careful in the future.

Material for several interesting talks may be found in the study of the common spider.

Some spiders are remarkable for the perfection of their weavings; in others the arrangement reveals the most astute intelligence. In the former category may be placed the regularly circular nets which the spiders of our gardens stretch from branch to branch; in the other the webs of the species which invade our dwellings.

These latter, usually built in the corners of the walls, exhibit a horizontal net soiled with dust, which is in a sense only the basement floor of the carnivorous insect's structure, for it is in the threads irregularly crossed above this that the preys gets entangled and lost. But the most ingenious part of this destructive engine is the lair in which the hunter lies ensconced. It is a veritable circular tunnel, with a double outlet, and serving a double purpose; one outlet is horizontal and opens upon the web; the other is vertical and gives passage below. It is from the former that the spider lunches itself upon its prey; the other fills the office of a trap door.

Some of these webs may be carefully collected and taken to the school. In this lesson, of course, the story of the spider and the fly will naturally come, and there will be a good chance to instill a moral lesson about the work of the tempter.

The spider takes the greatest care not to leave on its web the carcass from which it has sucked the blood; such a charnel-house would alarm its living prey. As soon as a fly has been caught and ceases struggling the spider seizes it, drags it to his tunnel and ejects it by the lower opening. Thus when we look at the part of the floor below we are astonished at the numbers that have fallen a victim to the wily spider. Sometimes also this hidden exit serves as a passage of escape for the spider himself when he is pursued by a stronger enemy. But this is a very rare case; its especial use is to receive the debris of the spider's repast.

The disgust inspired by the spider is not well founded. No insect possesses more intelligence or a more wonderful structure; the ugliness of the ingenious *Arachnis* is forgotten so soon as we look at it without prejudice. The fear with which it petrifies some persons is in itself exaggerated. It is true there are spiders the bite of which is as formidable as that of our vipers, but they only inhabit tropical countries. The species found in France and England are almost harmless. The spider found in cellars is the only one the bite of which can be considered as attended with danger, and the results of its bite, although some cases are related in which it has been fatal, are limited to a sharp pain and some swelling and inflammation.

The poison apparatus of spiders is precisely analogous to that of serpents, only that it is of microscopic size. It possesses mobile teeth, hollow fangs which distill the poison into the wound, and this is secreted by a peculiar gland, situated into the interior of the palpi attached to the under jaws, which effect the bite.

## UNITED STATES EXPANSION.

1. The original thirteen colonies.
2. The territory between the Allegheny Mountains and the Mississippi River, obtained by cession from the States, between 1785 and 1802.
3. Louisiana was purchased from France for \$15,000,000 in 1803.
4. Eastern Minnesota, Northern Michigan and Wisconsin were obtained by cession from Great Britain in 1783.
5. Florida and the outlying islands were obtained from Spain by cession and purchase; price, \$5,000,000.
6. Texas, including the present State of Texas, parts of Kansas and Colorado and all of No Man's Land, in 1845 by annexation.
7. California, Utah, Wyoming, parts of Colorado, New Mexico and Oregon from Mexico by conquest and treaty; \$15,000,000 and assumption of debt of \$3,000,000.
8. Oregon country; discovered in 1782; settled in 1811; explored in 1805; treaty of 1846.
9. Texas cession, parts of Colorado, Kansas, New Mexico and all of No Man's Land, in 1850, by purchase from Texas for \$10,000,000.
10. Gadsden's purchase, Southern Arizona and New Mexico, in 1853, from Mexico for \$10,000,000.
11. Alaska, in 1867, from Russia for \$7,200,000.
12. Hawaiian Islands, in 1899, by annexation.
13. Porto Rico and the Philippines, in 1899, from Spain by conquest and treaty; \$20,000,000.
14. Guam Island, in the Ladrões, in 1899, by cession from Spain.

## THOUGHT QUESTIONS.

1. What hour would be the exact middle of the week?
2. When is the exact middle of August?
3. When will the present century end?
4. What is the difference between six inches square and six square inches?
5. The difference between three times the number and seven times the same number is 72; what is the number?
6. From what must  $6\frac{3}{4}$  be taken to leave  $9\frac{1}{2}$ ?
7. By what must 7 be multiplied to give the product 1-7?
8. By what must 7 be divided to give the quotient 1-7?
9. What number increased by 1-6 of itself is equal to 84?
10. What is  $\frac{1}{2}$  per cent of  $\frac{1}{2}$ ?
11. Find 33 1-3 per cent of 66 2-3 per cent.
12. A cat weighs  $10\frac{1}{2}$  pounds of its own weight; how heavy is the cat?
13. How many pints in  $62\frac{1}{2}$  per cent of a bushel?
14. If the selling price is  $2\frac{1}{2}$  times the gain, what is the gain per cent?
15. If the cost is  $2\frac{1}{2}$  times the gain, what is the gain per cent?
16. If 4-5 of the selling price equals the cost, what is the per cent of gain?
17. If I sell  $\frac{1}{2}$  yard for the cost of 2-3 of a yard, what is the per cent of gain?
18. Forty yards of string is to be cut into yard lengths; how many times must it be cut?

## NICKNAMES OF CITIES.

BY ELMER E. BEAMS.

What city is known as:

- |                              |                     |
|------------------------------|---------------------|
| 1. The Celery City?          | 8. The Cotton City? |
| 2. The Granite City?         | 9. The Steel City?  |
| 3. The Brick City?           | 10. The Nail City.  |
| 4. The Silk City?            | 11. The Hat City?   |
| 5. The Glove City?           | 12. The Wine City?  |
| 6. The Carpet City?          | 13. The Hop City?   |
| 7. The Codfish City?         | 14. The Windy City? |
| 15. The Hub of the Universe? |                     |

## ANSWERS.

- |                          |                      |
|--------------------------|----------------------|
| 1. Kalamazoo (Mich.).    | 8. Savannah (Ga.).   |
| 2. Barre (Vt.).          | 9. Pittsburg (Pa.).  |
| 3. Zanesville (O.).      | 10. Troy (N. Y.).    |
| 4. Paterson (N. J.).     | 11. Danbury (Conn.). |
| 5. Gloversville (N. Y.). | 12. Napa (Cal.).     |
| 6. Amsterdam (N. Y.).    | 13. Salem (Ore.).    |
| 7. New Bedford (Mass.).  | 14. Chicago (Ill.).  |
| 15. Boston (Mass.).      |                      |

## STATISTICS OF PUBLIC EDUCATION.

Nicholas Murray Butler, in a monograph contributed to the United States educational exhibit at the Paris Exposition, gives the following statistics of public education in this country: In 1897-98 the total estimated population of the United States was 72,337,000. Of this number 21,458,294—a number nearly equal to the population of Austria—were of school age, as it is called—that is, they were from five to eighteen years of age. In 1897-98 the number of pupils entered upon the registers of the common schools—that is, the public elementary and the public secondary schools—was 15,038,636, or 20.68 per cent of the total population and 70.08 per cent of the persons of "school age." The total population of Scotland and Ireland is only about half as many as this. For these pupils 409,193 teachers were employed, of which number 131,750, or 32.2 per cent, were men. The women teachers in the common schools numbered 277,443. The teachers, if brought together, would outnumber the population of Munich. The women alone far more than equal the population of Bordeaux. No fewer than 242,390 buildings were in use for common school purposes. Their aggregate value was nearly \$500,000,000 (\$482,703,781). The average length of the annual school session was 143.1 days, an increase since 1870 of eleven days. The average monthly salary of men teachers in the common schools was \$45.16 in 1897-98; that of the women teachers was \$38.74. In the last forty years the average salary of common school teachers has increased 86.3 per cent in cities and 74.0 per cent in the rural districts. The total receipts for common school purposes in 1897-98 were almost \$200,000,000 (\$199,317,597), of which vast sum 4.6 per cent was income from permanent funds, 17.9 per cent was raised by state school tax, 67.3 per cent by local (county, municipal or school district) tax, and 10.2 per cent came from other sources. The common school expenditure per capita of population was \$2.67; for each pupil it averaged \$18.86. Teachers' salaries absorb 63.8 per cent (\$13,800,472) of the expenditure for common schools.





## BOOKS.

**INTRODUCTION TO ETHICS.** By Frank Thilly, Professor of Philosophy in the University of Missouri. Chas Scribner's Sons, New York. pp. 346.

The discussions of this little book are clear and concise. It is what it is called—an Introduction to Ethics. Some such book as this will prove a valuable help to the wider study of this topic, which is always fresh. The book is constructed somewhat on the text-book order, each chapter being divided into suitable sections, which will make it convenient for use in the class-room. The discussions of the various topics are clear and forcible. The author shows himself to be one who has gone over the whole ground, and made himself thoroughly conversant with the problems involved. This is evident both from the matter of the book, and also from the extensive bibliography on the subject which is given throughout the work. The commendable feature about this is, that the bibliography is classified and arranged under the various topics, where its value is at once apparent, instead of being bulked together in a long list at the end of the book, where it is almost useless.

The author's point of view is the modern one. The prevalent theories in biology and psychology are taken into account, and the scientific method and spirit prevail throughout the book. The discussions of conscience and of the ultimate ground of moral distinc-

tions are capital. While the conclusions of the author may not prove acceptable to all readers, the treatment is in a spirit of fairness, and is an earnest attempt to reach the truth. A thorough study of a book like this must prove stimulating and instructive to the student, and ought to be made by every one who has to deal with the great problem of moral conduct. W. C. L.

**A FIRST BOOK OF BIRDS.** By Olive Thorne Miller, author of "Bird Ways," "In Nesting Time," "A Bird Lover of the Nest," etc. Illustrated School Edition. Price 60 cents, net. Published by Houghton, Mifflin & Co., Boston, New York and Chicago.

This is an excellent book for children. It tells how the young birds are fed, how they grow up and get their feathers, how they are taught to fly, and the characteristic traits of different birds. The author seems a close observer of the habits of birds and sets forth in a clear style their physical, mental and moral developments, their language, their food, their migration and their economic value to mankind. How to attract them around our homes and how to study their ways are explained. The twenty illustrations, eight of which are printed in colors, are a strong feature of the book. G. E. W.

**ELEMENTS OF ENGLISH GRAMMAR.** By George P. Brown and Charles De Garmo. Published by the Werner School Book Company, New York, Chicago, Boston. Price 60 cents.

The names of the authors are a sufficient recommendation to most educators. Part I differs essentially from all other grammars. The nature and kind of ideas in the mind and the manner in which these ideas are connected to form thoughts are treated of in the first two chapters. The classes of ideas and words used to express those ideas, and the classes of thoughts and the kinds of sentences required for their expression are treated of in chapters III and IV. "Studies of Thought Analysis" are introduced throughout the book which will certainly cultivate the pupil's taste for good literature as well as for practice in interpreting. Exercises are numerous and are selected, in most part, from literature. Part II does not differ essentially from other grammars. G. E. W.

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**COMENIUS**, and the Beginning of Educational Reform. By Will S. Monroe, A. B. Published by Charles Scribner's Sons, New York. Price \$1.

This is another book of the series of "The Great Educators," edited by Nicholas Murray Butler. In it is traced the reform movement in education from Vives, Bacon et al, to Comenius, and from his to Pestalozzi, Froebel and Herbart. The first chapter is devoted to an exposition of education in Europe during the sixteenth century—humanism, realism and naturalism. Chapter II is devoted to a discussion of the lives of Vives, Bacon and Ratke, showing the traces of the educational development of Comenius in their writings. The larger portion of the book is devoted to the life of Comenius and the reforms in which he actively participated; and to an exposition of his educational writings. The closing chapter sums up his permanent influence. The book contains two appendices—one a "Table of Dates" and the other a "Select Bibliography." It is a good book. G. E. W.

**ELEMENTARY PHYSICAL GEOGRAPHY;** or an Outline of Physiography. By Jacques W. Redway. A book of 383 pages published by Chas. Scribner's Sons, New York. Price, \$1.25.

The book contains in a neat form the principles recommended by the "Committee of Fifteen." It is more than a mere description of topographic forms; it comprehends the gradual development of those forms and the results as regards life. Indeed the work shows the inter-relation of descriptive geography, physiography and economics. It contains a collection of answers and exercises which will stimulate observation and independent thought. It would be a good text in a high school or a normal school.

G. E. W.

**A HISTORY OF EDUCATION.** By Thomas Davidson. Price, \$1. Published by Charles Scribner's Sons, 153-157 Fifth avenue, New York.

To most students of the history of education, the name of this book is misleading. It is more accurately speaking a brief history of conscious evolution. It presents education as the last and highest forms of evolution. Principles are set forth rather than the lives of men; yet, the lives of great educators are mentioned sufficiently to give personality to the text. The chapter on "The Rise of Intelligence" and "Savage Education" are interesting features. By placing education in relation to the whole process of evolution as its highest form there is imparted to it a dignity which it could scarcely otherwise receive or claim. When it is recognized to be the highest phase of the world-process and the teacher to be the chief agent in that process, both it and he assume a higher position in civilization than is commonly allotted them.

G. E. W.

**STORIES OF THE GREAT ASTRONOMERS.**—Edward S. Holden, Sc. D., LL. D. A book of 252 pages, well written and illustrated. Published by D. Appleton & Co., New York.

This is another of the series of Home Reading Books, edited by W. T. Harris. It might be well called, A conversation with a child about astronomy. Only the more important points are dwelt upon at any length. It is, indeed, an interesting, instructive and well written book. It is a



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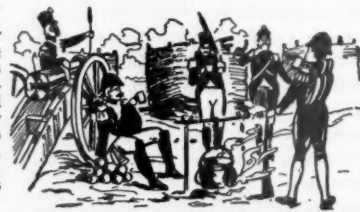
The great Emperor understood that primarily the soldier is a stomach. Primarily every man is a stomach. The whole body and brain are dependent for health and life upon the orderliness and completeness of the processes which go on in the stomach and allied organs of digestion and nutrition. Food is the source of man's vital energy. In the natural processes of digestion and assimilation, the phosphates, lime, salts, etc., are distributed to blood, brain and bone, in proper proportion to supply the needs of each. But where the stomach and digestive system is disordered or diseased, there is partial failure to extract the nutritive elements from the food, and hence the body undergoes a partial starvation. Nervousness is only a symptom of nerve starvation. In a person whose food supply is sufficient and regular, it indicates a disordered condition of the stomach; a condition in which there is a failure to extract or assimilate from the food eaten, the nerve-nourishing elements.

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difficult task to simplify such a great subject as astronomy and adhere, at the same time, to scientific accuracy; but the author, with but few exceptions, succeeded admirably in both these phases.

G. E. W.

**JOURNALISTIC GERMAN.**—By August Prehn, Ph. D. of Columbia Grammar School, New York. Published by American Book Company.

This is a book of 288 pages, containing selections from current German periodicals, with an excellent vocabu-

lary. It is a departure in the German texts usually prepared for high schools. It is the modern literature of Germany representing its commerce and industry, inventions, and discoveries. It furnishes reading material treating of the various sides of German life and showing them to be an active, energetic and progressive people, and omitting the strongly emotional and passionate side so commonly presented in literature. The author seems to have happily selected his material from the large collection of German periodicals.

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One of the most profitable post-offices in the United States is that at Scranton, Pa. The volume of business is unusually large, and is steadily increasing, the figures for the first six months of the present year, showing more than double the business for the same months in 1893. This is due principally to the rapid growth of the International Correspondence Schools. Seven years ago the schools' postage was barely 5 per cent of the total, but now one-third of Scranton's postage is paid by the I. C. S. Their postage has increased from an average of less than \$400 to over \$5,000 a month.

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**Literary Notes.**

The September number of "The Critic" is rich in literary productions and is embellished by a number of very artistic pictures. Among them may be mentioned full-page portraits of Richard Henry Stoddard, Mrs. Cornwallis West, and a caricature of Count Leo Tolstoy.

Mr. Balfour's recent striking address on "The Nineteenth Century," delivered before the University Extension classes at Cambridge, is given in full in Littell's Living Age for September. This issue also contains Mr. Josiah Quincy's paper on "The United States in China," which is a thoughtful and unbiassed discussion of the subject.

Hon. George S. Boutwell, ex-Secretary of the Treasury, will write in the September McClure's of "An Historic Sale of United States Bonds in England." The article gives the text of the official correspondence of our government with the Bank of England relating to a somewhat singular episode in the affairs of the Treasury Department.

"The Arena" for September is an exceptionally interesting number and deals with subjects of international importance, among which are: "China's Defensive Strength," "India's Famine and Its Cause," "Our Asiatic Missionary Enterprise," "Problems of Government in the Philippines," "Great Britain and the Trust Problem," etc. This magazine is now edited by N. O. Fanning and John Emory McLean, and is published in New York City at 25 cents per month.

Every boy who has been fired with military zeal will read with peculiar interest and pleasure Mrs. Elizabeth B. Custer's sketch of a boy who was nicknamed "The Kid," as given in the September issue of The St. Nicholas. The girls are also treated to a number of equally interesting stories, among which may be mentioned "Pretty Polly Perkins," "Joseph and Phoebe Ann" and others. "Nature and Science" is seasonably full of out-door-interest. Interesting glimpses of the Paris Exposition are given.

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The midsummer number of Lippincott's Magazine contains a number of good stories, as usual, the complete long story being "The Sign of the Seven Sins," by William Le Queux, and there are besides four short stories by Seumas MacManus, E. F. Benson, Kate Banfield Chase and Katherine H. Brown. "Theodosia Burr" is the subject of a paper by Virginia Tatnall Peacock, and is one of the articles to be continued in a forthcoming volume entitled "Belles of America."

The Atlantic for September is brim-full of interest. It opens with Judge Francis Lowell's article on "The American Boss," "Russia's Interest in China" is ably discussed. Mrs. Candee pictures the "Wonders of Oklahoma," and the "Ober-Ammargau" is graphically depicted. Mrs. Foote's brilliant short serial, "The Prodigal," is commenced in this issue. "The Press and Foreign News" is discussed, and Trent tells us about "The Old Southern Newspaper." The heavier articles are interspersed with lively short stories and brilliant poems.

From cover to cover, the contents of "Everybody's Magazine" are intensely interesting. "Queen Victoria and Her Family as Artists," shows the roy-



al sovereign of England in a very interesting light, and is illustrated by reproductions of drawings made by the Queen and her daughter, the Empress Frederick. One writer tells "How a Great City is Cleaned," while another gives many interesting facts about "Oyster Farming." It also contains a portion of the delightful autobiography of Stuart Robson under the title, "A Lucky Hazard." Altogether it is a great ten cents' worth!

The October Ladies' Home Journal will publish plans for the proposed enlargement of the White House, at Washington, and Col. Theodore A. Bingham, U. S. A., custodian of the Executive Mansion, will urge their adoption in an article pointing out the great need thereof. Our Chief Executives have been poorly housed for a long time, but the obstacle that has stood in the way of enlarging the White House has been the fear of destroying the fine proportions and symmetry of the building. This has now been overcome by a skilled architect, whose solution of the problem will be given in the October Journal.

The Forum for September is full of timely and interesting articles. With China as a burning question, we find Prof. Paul S. Reinsch considering the problem of "China Against the World," while Mr. W. D. Stevens, Counselor to the Japan Legation at Washington, sets forth "Japan's Attitude Toward China." Turning homeward and taking the Presidential campaign for a topic, the reader has Mr. George E. Robert's explanation of the meaning of "The Kansas City Financial Resolution," Mr. West's examination and explanation of the Republican and Democratic platforms and ex-Gov. Stone's presentation of "The Campaign of 1900 from a Democratic Point of View."

Maj. John H. Parker, who is stationed in Luzon, contributes to the Review of Reviews for September an incisive statement of the actual present needs of the Philippine Islands in respect to the maintenance of order, the establishment of a public school system, the introduction of improved farming implements, the building of railroads, etc. The illustrated character sketches are of King Humbert of Italy, and Collis P. Huntington, the American railroad king. Edward J. Wheeler

describes that unique political organization known as the National Prohibition Party, and sketches the character of its candidates in the present presidential campaign—Messrs. Woolley and Metcalf.

The topics for the reading course of the Chautauqua Literary and Scientific Circle this year are to be "The Rivalry of Nations;" "World Politics of To-day;" "A Reading Journey Through the Orient," and the French-Greek subjects. The Chautauqua for September forecasts in various ways the chief topics to be taken up. For instance, it contains a comprehensive description of "The American Consulate in China," "A Bit of Japan in America," "Songs of Freedom" (American, French, South American, European and Boer). Three articles of special interest to women are, "A New Philosophy of Fashion," "Practical Art Among Club Women" and "Child Training at Home." The frontispiece is the United States Legation at Peking. It is a magazine of great interest, whether one can be so fortunate as to pursue the Chautauqua Reading Course or not.

"The Influence of the Western World on China" is the title of a timely arti-

cle in the September Century, written by Dr. D. Z. Sheffield, who has been for thirty years a missionary in the Middle Kingdom. One can learn much about the Boxers from "The Revolution in China and Its Causes," as set forth by R. Van Bergen. "Amusements at the Paris Exposition" treats of theaters, panoramas and other spectacles. Prof. Sterrett depicts graphically his visit to the cave dwellers of Turkey. Music lovers will appreciate "Memories of a Musical Life," as given by Dr. William Mason. Sir Walter Besant shows us a glimpse of East London. In the lighter vein readers are given a negro dialect story, and a pathetic tale, entitled "The Prince of Illusion." Dr. Francis E. Clark, president of Endeavors' Union, gives some amusing shop signs in Japan.

"Scribner's Magazine" for September has a decidedly outofdoor flavor which is quite appropriate for the season. "In the Gameland Our Fathers Lost," Mr. Frederick Ireland describes a hunting excursion in British Columbia and illustrates it with reproductions, photographs from his own camera. James Fox, Jr., describes an amusing fishing trip in the mountains of Kentucky. The life of the Arctic

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<b>HOWARD ELLIOTT,</b> General Manager.	<b>J. G. DELAFLAINE,</b> City Passenger Agent. <b>L. W. WAKELEY,</b> Gen'l Pass. Agent.

Highlanders is graphically depicted by Walter A. Wyckoff.

Besides these nature studies it also contains a very fine article by J. R. Spears on "The Slave Trade in America," and some personal reminiscences of "The Chickamauga Crisis," from the pen of Maj.-Gen. Jacob D. Cox, one of the chief participants. All admirers of James Russell Lowell will treasure this volume for the "Personal Retrospect of James Russell Lowell," by William Dean Howells. In the lighter vein it includes an installment of Barrie's great serial, "Tommy and Grizel," also a political story by Chas. Warren, entitled "A Daughter of the State."

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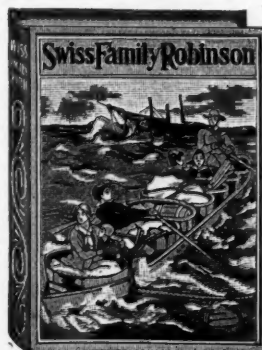
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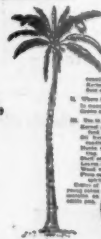
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